



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12451875  
SAU: MSAD 51  
School: Greely Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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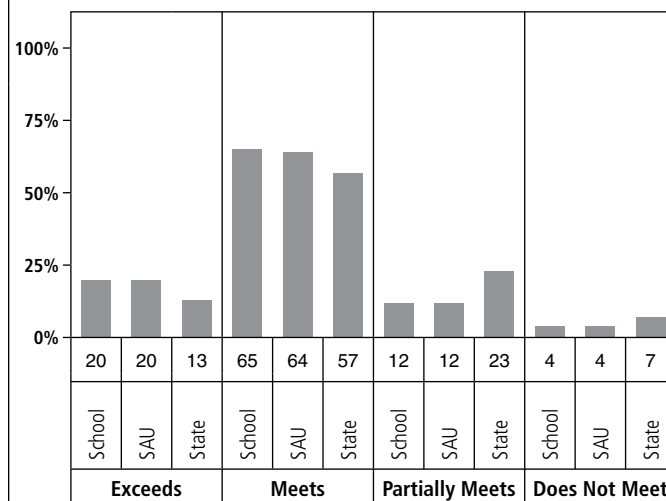
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

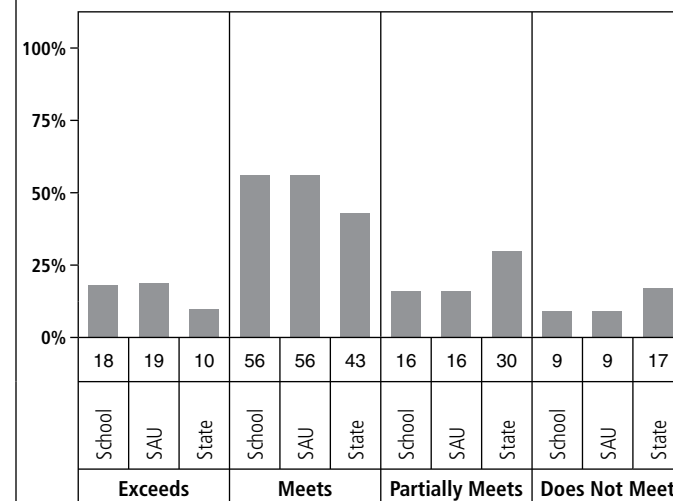
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	650	650	644
2006–2007	653	653	646
<b>2007–2008</b>	<b>653</b>	<b>653</b>	<b>648</b>
Cum. Avg. *	652	652	646
<b>Mathematics</b>			
2005–2006	650	650	641
2006–2007	651	651	643
<b>2007–2008</b>	<b>650</b>	<b>650</b>	<b>642</b>
Cum. Avg. *	650	650	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	181	100	177	100	14365	100	181	100	177	100	14266	99	181	100	177	100	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	3	2	3	2	249	2	3	100	3	100	249	100	3	100	3	100	248	100												
Hispanic	2	1	2	1	149	1	2	100	2	100	147	99	2	100	2	100	147	99												
Caucasian/White	176	97	172	97	13438	94	176	100	172	100	13353	100	176	100	172	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	17	9	17	10	2518	18	17	100	17	100	2479	99	17	100	17	100	2479	99												
Current LEP	2	1	2	1	349	2	2	100	2	100	339	97	2	100	2	100	344	99												
Economically disadvantaged	12	7	11	6	5335	37	12	100	11	100	5277	99	12	100	11	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	163	90	159	90	11613	81	163	90	159	90	11626	81												
Identified disability (PET/IEP)	4	2	4	3	373	3	4	2	4	3	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	3	2	3	2	149	1	3	2	3	2	150	1												
<b>Participation with accommodations</b>	16	9	16	9	2451	17	16	9	16	9	2446	17												
Identified disability (PET/IEP)	11	69	11	69	1909	78	11	69	11	69	1910	78												
LEP	2	13	2	13	142	6	2	13	2	13	152	6												
504 plan	1	6	1	6	85	3	1	6	1	6	84	3												
Other	2	13	2	13	350	14	2	13	2	13	335	14												
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	197	1	2	1	2	1	196	1												
Identified disability (PET/IEP)	2	100	2	100	197	100	2	100	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	31	17	31	17	1176	8
	2006-2007	32	17	32	17	1132	8
	<b>2007-2008</b>	<b>35</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	98	18	98	18	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	106	59	106	59	7612	51
	2006-2007	125	66	125	66	8127	57
	<b>2007-2008</b>	<b>116</b>	<b>65</b>	<b>112</b>	<b>64</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	347	63	343	63	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	16	29	16	4080	27
	2006-2007	26	14	26	14	3549	25
	<b>2007-2008</b>	<b>21</b>	<b>12</b>	<b>21</b>	<b>12</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	76	14	76	14	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	14	8	14	8	2005	13
	2006-2007	5	3	5	3	1478	10
	<b>2007-2008</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>981</b>	<b>7</b>
	Cum. Total*	26	5	26	5	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	36.2	64.6	36.2	64.6	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	18.2	65.0	18.2	65.0	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.0	64.3	18.0	64.3	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	179	35	20	116	65	21	12	7	4	653	175	20	64	12	4	653	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	3										3						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	174	35	20	113	65	20	11	6	3	653	170	21	64	12	4	653	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	5	33	6	40	4	27	637	15	0	33	40	27	637	2282	2	29	42	27	636
No	164	35	21	111	68	15	9	3	2	654	160	22	67	9	2	654	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	2										2						329	4	44	30	22	640
No	177	35	20	116	66	21	12	5	3	653	173	20	65	12	3	653	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	12	1	8	6	50	4	33	1	8	647	11	9	45	36	9	646	5153	6	51	31	12	643
No	167	34	20	110	66	17	10	6	4	653	164	21	65	10	4	653	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	179	35	20	116	65	21	12	7	4	653	175	20	64	12	4	653	14057	13	57	23	7	648
<b>Gender</b>																						
Female	83	17	20	56	67	8	10	2	2	654	80	21	66	10	3	654	6967	16	59	20	5	650
Male	96	18	19	60	63	13	14	5	5	652	95	19	62	14	5	652	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	179	35	20	116	65	21	12	7	4	653	175	20	64	12	4	653	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	663	5	40	60	0	0	663	557	50	48	2	0	661
No	174	33	19	113	65	21	12	7	4	653	170	19	64	12	4	652	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	1 47 48 4	0 13 22 0	0 15 26 0	1 52 57 6	50 62 66 86	1 14 6 0	50 17 7 0	0 5 1 1	0 6 1 14	647 651 655 652	1 46 49 4	0 16 26 0	50 60 66 86	50 17 7 0	0 6 1 14	647 651 655 652	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 55 9 1	10 18 7 0	16 18 41 0	45 61 8 2	73 62 47 100	4 16 1 0	6 16 6 0	3 3 1 0	5 3 6 0	653 652 656 656	34 55 10 1	17 19 41 0	71 62 47 100	7 16 6 0	5 3 6 0	653 652 656 656	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	28 56 15 1	18 13 3 1	36 13 11 100	30 74 12 0	60 73 44 0	2 11 8 0	4 11 30 0	0 3 4 0	0 3 15 0	659 651 645 672	27 57 15 1	38 13 11 100	57 73 44 0	4 11 30 0	0 3 15 0	660 652 645 672	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 64 22	8 17 10	32 15 26	10 78 27	40 68 69	4 15 2	16 13 5	3 4 0	12 4 0	652 652 656	14 63 22	32 15 26	40 67 69	16 14 5	12 4 0	652 652 656	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 43 49	0 8 27	0 11 31	11 49 55	79 64 64	0 17 2	0 22 2	3 2 2	21 3 2	645 649 658	8 44 49	0 11 32	77 64 63	0 23 2	23 3 2	645 649 658	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	41 55 4	19 16 0	26 16 0	40 70 6	54 71 86	14 7 0	19 7 0	1 5 1	1 5 14	653 653 646	42 54 4	26 17 0	53 71 86	19 7 0	1 5 14	653 653 646	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 51 20 11	10 20 3 2	31 22 8 11	19 59 26 12	59 64 72 63	2 11 4 4	6 12 11 21	1 2 3 1	3 2 8 5	656 654 649 648	17 52 20 11	33 22 9 11	57 64 71 63	7 12 11 21	3 2 9 5	656 654 649 648	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 40 40 20	 0 0 0	 0 0 0	 1 2 1	 50 100 100	 1 0 0	 50 0 0	 0 0 0	 0 0 0	639 655 648	 50 25 25	 0 0 0	 50 100 100	 50 0 0	 0 0 0	639 658 648	    	    	    	    	    	    

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	38	21	38	21	1463	10
	2006-2007	49	26	49	26	2092	15
	<b>2007-2008</b>	<b>33</b>	<b>18</b>	<b>33</b>	<b>19</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	120	22	120	22	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	94	52	94	52	5914	40
	2006-2007	89	47	89	47	5731	40
	<b>2007-2008</b>	<b>101</b>	<b>56</b>	<b>98</b>	<b>56</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	284	52	281	52	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	36	20	36	20	4494	30
	2006-2007	38	20	38	20	4175	29
	<b>2007-2008</b>	<b>28</b>	<b>16</b>	<b>28</b>	<b>16</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	102	19	102	19	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	13	7	13	7	3014	20
	2006-2007	12	6	12	6	2308	16
	<b>2007-2008</b>	<b>17</b>	<b>9</b>	<b>16</b>	<b>9</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	42	8	41	8	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	12.0	63.2	12.1	63.7	9.6	50.5
Cluster 2: Shape and Size	15	27	9.6	64.0	9.7	64.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.6	65.7	4.6	65.7	4.2	60.0
Cluster 4: Patterns	15	27	8.5	56.7	8.5	56.7	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	179	33	18	101	56	28	16	17	9	650	175	19	56	16	9	650	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	3										3						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	174	32	18	100	57	27	16	15	9	650	170	19	57	16	8	650	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	1	7	2	13	3	20	9	60	626	15	7	13	20	60	626	2283	2	18	31	49	627
No	164	32	20	99	60	25	15	8	5	652	160	20	60	16	4	652	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	2										2						339	5	22	32	41	631
No	177	33	19	101	57	28	16	15	8	650	173	19	57	16	8	650	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	12	0	0	6	50	6	50	0	0	640	11	0	45	55	0	640	5160	4	34	36	26	636
No	167	33	20	95	57	22	13	17	10	650	164	20	57	13	10	650	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	179	33	18	101	56	28	16	17	9	650	175	19	56	16	9	650	14065	10	43	30	17	642
<b>Gender</b>																						
Female	83	16	19	43	52	15	18	9	11	648	80	20	51	19	10	649	6974	10	43	31	16	642
Male	96	17	18	58	60	13	14	8	8	650	95	18	60	14	8	650	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	179	33	18	101	56	28	16	17	9	650	175	19	56	16	9	650	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	5	3	60	2	40	0	0	0	0	666	5	60	40	0	0	666	557	53	42	4	0	663
No	174	30	17	99	57	28	16	17	10	649	170	18	56	16	9	649	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 51  
School: Greely Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	50	0	0	1	50	635	1	0	50	0	50	635	6	6	33	31	31	635
B. less than one hour	47	15	18	44	52	14	17	11	13	648	46	19	51	17	14	648	56	11	43	30	16	643
C. one to two hours	48	17	20	52	60	13	15	4	5	652	49	20	61	15	4	652	34	11	45	30	14	644
D. more than two hours	4	1	14	4	57	1	14	1	14	647	4	14	57	14	14	647	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	37	21	32	34	52	7	11	4	6	653	36	33	51	11	5	654	45	14	47	28	11	646
B. They match some of what I have learned.	48	6	7	53	62	16	19	11	13	646	49	7	61	19	13	646	43	8	43	33	17	641
C. They match just a little of what I have learned.	13	5	21	12	50	5	21	2	8	649	14	21	50	21	8	649	9	6	30	33	32	635
D. There is no match.	1	1	50	1	50	0	0	0	0	667	1	50	50	0	0	667	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	23	34	37	54	7	10	1	1	657	39	34	54	10	1	657	29	24	51	17	8	651
B. good	53	9	10	57	61	15	16	13	14	646	51	10	60	17	13	646	48	6	45	33	16	641
C. fair	9	1	6	7	44	5	31	3	19	640	9	6	44	31	19	640	19	1	29	42	28	634
D. poor	1	0	0	0	0	1	100	0	0	634	1	0	0	100	0	634	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	19	1	3	16	47	8	24	9	26	639	19	3	45	24	27	639	24	5	38	33	24	638
B. about the same as my regular schoolwork	58	14	13	65	63	18	17	7	7	649	58	14	62	18	6	649	62	9	45	31	14	643
C. easier than my regular schoolwork	22	18	45	19	48	2	5	1	3	659	23	45	48	5	3	659	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	37	14	21	32	48	11	17	9	14	648	37	22	49	17	12	648	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	60	19	18	65	61	15	14	8	7	651	60	18	60	14	8	651	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	3	60	2	40	0	0	649	3	0	60	40	0	649	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	24	8	19	22	52	7	17	5	12	649	24	20	51	17	12	649	17	8	39	30	22	639
B. two or three days a week	46	20	25	42	52	15	19	4	5	652	46	25	52	19	4	653	34	11	44	31	14	643
C. two or three times each month	24	4	10	25	60	5	12	8	19	645	24	10	59	12	20	645	31	12	44	29	15	644
D. never or almost never	6	1	9	9	82	1	9	0	0	651	6	9	82	9	0	651	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	17	11	37	16	53	3	10	0	0	658	17	37	53	10	0	658	11	11	37	29	23	641
B. two or three days a week	39	16	23	33	47	13	19	8	11	649	39	24	47	19	10	650	32	11	44	30	15	643
C. two or three times each month	31	4	7	34	61	10	18	8	14	645	31	7	59	19	15	645	32	11	45	30	15	643
D. never or almost never	13	2	9	18	78	2	9	1	4	650	13	9	78	9	4	650	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	1	14	5	71	1	14	0	0	653	4	14	71	14	0	653	7	6	29	33	32	635
B. 30–45 minutes	36	3	5	32	51	15	24	13	21	641	35	5	51	25	20	641	37	8	39	34	20	640
C. 45–60 minutes	53	29	31	54	58	7	8	3	3	656	53	32	57	8	3	656	42	13	47	28	12	645
D. more than 60 minutes	8	0	0	8	57	5	36	1	7	642	8	0	57	36	7	642	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	40	0	0	0	0	1	50	1	50	630	50	0	0	50	50	630						
C.	40	0	0	2	100	0	0	0	0	651	25	0	100	0	0	658						
D.	20	0	0	1	100	0	0	0	0	646	25	0	100	0	0	646						